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ABSTRACT

This three-part report describes the development and operation of Project Care III, an interagency effort involving area colleges, unions, and industry, and state agencies in the retraining of 500 tire builders laid off in August 1978, when the Mansfield Tire and Rubber Company (Mansfield, Ohio) was shut down. Part I outlines the historical factors which led to the establishment of Project Care. Part II details the sequence of events involved in implementing the project, including: (1) the development of a questionnaire to ascertain the training needs of the unemployed workers; (2) the administration of the questionnaire at pre-determined registration centers; (3) the provision of vocational counseling at the registration centers; (4) the establishment of a budget and the solicitation of funds for retraining instruction; and (5) the registration and screening of students for specially developed retraining courses in four technical fields (i.e., heating and air conditioning, business and office work, machine trades, and welding) at North Central Technical College and the Mansfield Campus of Ohio State University. Part III discusses the crisis-intervention orientation of Project Care and calls for the involvement of colleges in preventative strategies designed to identify community economic problems before they reach crisis proportion. Several appendices illustrate various program aspects and the questionraire is included. (JP)

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HIGHER EDUCATION AS A CATALYST FOR THE LOCAL ECONOMY: PROJECT CARE - RETRAINING THE UNEMPLOYED

by

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presented at

1979 Annual Convention

American Association of Community and Junior Colleges

Tuesday, May 1, 1979

JC 800 214

Historical Factors Which Led to the Establishment of Project Care

The closing down of the Mansfield Tire and Rubber Co., Mansfield, Ohio, added between 450 and 500 tire builders to the unemployment list beginning August 28, 1978, bringing the total to nearly 1,000 Mansfield Tire unemployed after a series of lay offs. The close down was not unexpected. The "Tire" had been in serious financial difficulty for several years. What was a municipality in a county with one of the highest unemployment rates in the state going to do for an additional 500 tire builders who were middle aged with unwanted skills? "Tire" employees could not look for work in Akron about sixty miles away for the "rubber capital of the world" was having problems of its own. Since 1950, 24,000 jobs in the city's rubber industry had been lost. Recently Firestone and Goodyear eliminated another 2,400 jobs and Mohawk Rubber closed down for good in November, 1978.

This was not the first crisis Mansfield had faced. When the energy crisis of the winter of 1977-78 hit Mansfield, a number of the area's leading citizens revitalized a crisis response mechanism known as "Project Care". Now another crisis had struck Mansfield. On August 18, 1978, United Community Service (UCS), under the direction of Executive Director John Rhind, conducted the initial meeting of Project Care III (1) to define more clearly the situation in terms of personal and family well-being and points of impact on community resources and (2) to determine what the human resource organizations could do in the short term and the long run. It was agreed that a Project Care III organization should be formed and Glenn Tschantz, Richland County AFL-CIO Community Services representative, served as interim Project Director. It was agreed that USC would produce and distribute a pamphlet to assist the unemployed locate community agencies and assistance.

Development of the Organization/Program/Financing Structure

On Monday, August 29, 1978, a meeting of selected community representatives at the Greater Mansfield Area Growth Corporation (GMAG) concluded that (1) there was need for some group, possibly GMAG, to coordinate the community effort; (2) a meeting would be held the next day to determine what help could be expected from the Department of Economic and Community Development (DECD); (3) other tire manufacturers such as Michelin and Pirelli should be contacted to seek assistance; (4) available employees and their characteristics should be catalogued; (5) training requirements of local business and industry in the coming years should be identified; (6) information concerning available employers should be promoted; (7) cooperation from the Ohio Bureau of Employment Services should be sought; and (8) available training opportunities should be identified at North Central Technical College, Mansfield - Ohio State University, Pioneer Joint Vocation School, and Mansfield and Madison schools.

Henry R. Fallerius, President of North Central Technical College, and James B. Heck, Dean/Director of the Mansfield Ohio State University campus, formed an Education Committee, (2) developed a questionnaire to determine what training could be offered the unemployed in local schools and centers, (3) agreed to coordinate a survey of the unemployed to assess their training interests and relevant skills, and (4) hosted a meeting on September 22, 1978, of school superintendents and adult/continuing education directors to enlist their support. The agenda for the meeting consisted of a review of plans recommended by the Education Committee including (1) review of survey instrument, (2) counselor orientation in use of survey instrument, and (3) commitment to registration centers and time frame for surveying the unemployed. The counselor orientation was held on October 10 and registration of the unemployed was held October 16-20. (See Appendix A for all materials including the survey instrument.)

The Education Committee met on October 23 to analyze the survey, specify a plan of action, and develop a budget. Four hundred unemployed workers in Richland County registered at the centers. The local news media advertised the project and the location of the centers. Mr. Robert B. Fox, Vice President for Business and Finance at NCTC was appointed coordinator of a Budget Committee. A meeting on October 26 of the Education Community with United Community Services paved the way for a meeting on October 27 with representatives from the Department of Economic and Community Development and the Manpower Office. These discussions led to a proposal requesting $1,375,000.00. and an organizational structure consisting of a Governing Board, Interium Director Committee, and a Budget Committee. Discussions with the Governor's Grant Office yielded $229,180, $150,000 from CETA and $79,180 from DECD. (See Appendix B for an Organizational Chart.)

The Interium Director Committee (IDC) identified programs which could be run immediately based on interest, employer need, and site and trainer availability. (See Appendix C for a Master Class Schedule) The IDC also developed a position description for the Project Director, advertised the position, and screened applicants. (Appendix D is a Position Description for the Project Director.) Fire Station No. 2 was obtained as an intake screening Registration Center. Intake screening was conducted December 11-15 for retraining programs in (1) business and office work, (2) heating and air conditioning, (3) machine trades, and (4) welding. An orientation session for trainees was held on December 20. Programs began as early as January 9, 1979. The January 11, 1979 meeting of the Governing Board dealt with such matters as (1) a report of the Project Director Search Committee, (2) a report that confirmed a release of $50,000 from the Governor's Grant Office, (3) follow-up of 121 persons actually enrolled in programs and those individuals for whom programs must be implemented, (4) initial discussions about job opportunities and (5) client

eligibility for unemployment benefits including Trade Adjustment Assistance through the Trade Act of 1974. The project began to attract attention and received national exposure in the Education Section of the January 7, 1979, issue of the New York Times and in an article by William L. Abbott entitled "The Mansfield Formula for Worker Renewal" published by the Service Center for Community College-Labor Union Cooperation, American Association of Community and Junior College, January 1979.

At the February 15, 1979, meeting of the Governing Board, Mr. James L. Snyder was hired as Project Director with a starting date of February 20. As Project Care moves from "birth" to "early development" goals and objectives are reviewed. The Project started with activities such as those described in the preceeding paragraphs. Although there will continue to be the need to screen the unemployed and design training programs, there is a focus on transition from the basic skills training mode to the world of work and the life support system required to sustain each person in a totally new employment context. This involves complementing basic job entry skills training with such things as "How to Get a Job/Resume Writing" session and job placement services. In addition, the Governing Board has appointed a Narrative Review Committee to write the grant continuation application. Although 13 classes are in session, 700 registered persons have yet to start training. At this point, the project has no placement record and, therefore, no way to evaluate the impact on the local economy.

The Unfinished Agenda

"The Mansfield Formula for Worker Renewal" is a "rehabilitation" model as opposed to a "prevention" model. The intervention strategy is the result of a crisis as opposed to a process designed to diagnose a potential problem and prevent the development of the malady. Nor is it a secondary prevention model, that of identification of an illness at an early stage in order to prevent its complication. The intervention occurred only after the crisis struck the fatal blow even though early warning signals had been transmitted over the past several years. Therein lies a major lesson for higher education, an agenda for the 1980's and beyond.

The February 28, 1977, issue of The Chronicle of Higher Education contains an article entitled "Where Are the Leaders in Higher Education?" The author alleges that the modern collegial context has caused the disappearance of the statesman leader in preference to the institutional manager. The point the author is attempting to make is evident in Gresham's Law, "Daily routine drives out planning."

The future of any institution, including higher education, rests on the degree to which it meets the needs of the society in which it exists. If higher education is to remain a viable institution, it must be responsive to the needs of society. The way in which a specific college meets the challenge of being responsive to societal needs is a function, for the most part, of its sophistication in planning: comprehensive, long-range, and systematic. Time will not permit a lengtly discussion on planning. A few comments, however, are appropriate about both intramural and intermural planning.

Intramural planning is critical to an institution's survival. As critical as institutional planning is to a college's survival, however, only a very

small number "have effectively developed a plan, based on sound data about themselves and their setting, which is revised at least annually and upon which the institution's leadership acts daily." [3] Although planning models differ from institution to institution, all such models are based upon assumptions about internal and external environmental factors which influence the institution and a set of long-range goals and short range objectives. Only after such a plan is constructed can individuals within the institution see their atomistic contribution to the molecular whole.

Intermural planning is also critical to an institution's survival. For the past two years North Central Technical College has offered American Management Association Extension Institute courses. Business and industry in the area appreciates this effort but indicates it falls short of what is needed. What is needed is something which could be labeled "training needs diagnosis". This is one example of intramural planning. Other examples include assisting small businesses with management training and sharing our institutional planning process with community agencies. The largest single effort in intermural planning of which I am aware occurred in Charlotte-Mechlenburg, North Carolina. In September 1973, a group of 120 citizens serving as volunteer members of a committee prepared a report on thirteen areas of study: communications, cultural activities, design of the city and land use, economy, elementary and secondary education, higher and continuing education, government, health, public security and safety, recreation, religious values and moral climate, transportation and circulation, and welfare. A careful study of these essays and a conference produced a collection of goal statements adopted by the citizens of Charlotte-Mechlenburg in May 1974. Following their adoption, a wide range of persons were involved in a process of developing methods of implementation the following year.

One of the major problems facing this nation in the 1980's relates to a deepening discontent of employees toward work.[4] A part of this change in values is attributable, in part, to the fact that so many college graduates cannot find jobs appropriate for their education and training. This can result in enormous economic and social consequences. First, they themselves are underutilized in terms of their educational preparation. Second, by taking lower-skilled jobs they are bumping people who normally fill those occupations. Third, we are wasting the very large investment we have made in their education and, possibly retraining. A study of the changing work place led one author to conclude

> "No question will dominate the work place in the 1980s more than how to revamp incentives to match the new motivations of workers. Today, millions who do hold paid jobs find the present incentive system so unappealing that they are no longer motivated to work hard. As a consequence, not only do they withdraw emotional involvement from the job, they also insist upon steady increases in pay and fringe benefits to compensate for the job's lack of appeal."[5]

The economy in the 1970's has been plagued by inadequate expansion, persistently high unemployment and galloping inflation. The growth of productivity has slowed sharply in this decade, and since 1976 it has almost stopped.[6] The research evidence is quite clear about the correlation between down-trends in the economy and related social problems such as increased incidence of psychological disorders, alcoholism, and child and spouse abuse.[7]

Clearly an agenda for the 1980's is to provide dynamic leadership in intermural planning processes aimed at least at secondary prevention and, hopefully, even primary prevention.

FOOTNOTES

1 Charles Lally, "Praise God and Pass the Federal Aid," Akron Beacon Journal, May 21, 1978.

2 William L. Abbott,, The Mansfield Formula for Worker Renewal, Service Center for Community College-Labor Union Cooperation, American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036.

3 L. Richard Meeth, Quality Education for Less Money (San Francisco: Jossey-Bass, Inc., 1974), p. 2.

4 M. R. Cooper, et. al., Changing Employee Values: Deepening Discontent Harvard Business Review, January-February, 1979, pp. 117-125.

John Scanlon, Young Adulthood (New York: Academy for Educational Development, 1979), pp. 57-68.

5 Daniel Yankelovich, "The New Psychological Contract at Work," Psychology Today, May 1978, pp. 46-50.

6 "Perils of the Productivity Sag", Time, February 5, 1979, pp. 126-127.

7 John Scanlon, pp. 93-107.

PROJECT CARE

EDUCATION COMMITTEE

(GMAG)

* * GREATER MANSFIELD AREA GROWTH * *

Henry R. Fallerius, Chairman (NCTC)

Donovan Clark, OSU-M

Harold Dorsey, MOIC

James Heck, OSU-M

Chip Hixson, CETA

Arthur Lomax, NCTC

Glenn Tschantz, Richlard County (Ohio) AFL-CIO

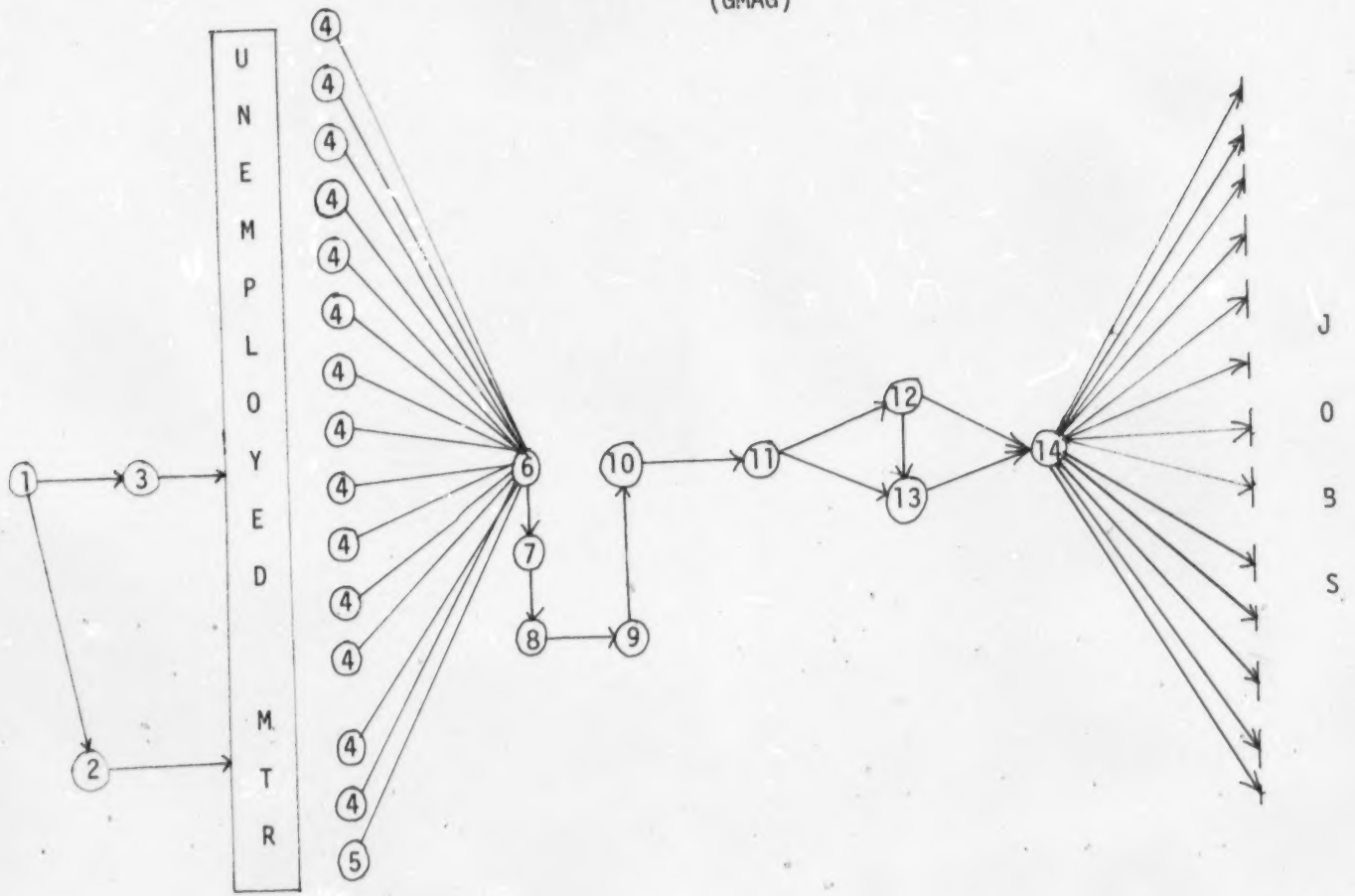
Jack Rhind, UCS (Ex-officio)

APPENDIX A

September 20, 1978

PROJECT CARE

EDUCATION COMMITTEE
(GMAG)



September 20, 1978

CODE FOR FLOW CHART

1. DESIGN OF SURVEY INSTRUMENT

2. LOCAL 17 MAILING TO MEMBERSHIP

3. COUNSELOR'S ORIENTATION

4. ALL UNEMPLOYED REGISTRATION CENTERS
   (including Mansfield Tire Personnel)

5. MANSFIELD TIRE REGISTRATION CENTER - LOCAL 17 UNION HALL

6. SURVEY ANALYSIS

7. BUDGET CONSTRUCTION

8. FUNDING SOURCES
   & 1. Department of Economic and Community Development
   9. James Duerk, Director and Governor's Contingency Fund
   2. Local Funding
   3. Other

10. CURRICULAR DESIGN

11. INSTRUCTIONAL AND CAREER COUNSELING

12. SPECIAL PROGRAMS
    1. Career Seminar

13. JOB SKILL TRAINING

14. JOB PLACEMENT SERVICES

September 20, 1978

OPERATIONAL TARGET DATES

	OPERATION	TARGET DATES
1.	SURVEY INSTRUMENT	September 12th
2.	LOCAL 17 MAILING TO MEMBERSHIP	October 9 - 13th
3.	COUNSELOR ORIENTATION	October 10th
3 & 4.	NEWS MEDIA EXPOSURE	October 9 - 20th
4 & 5.	REGISTRATION OF UNEMPLOYED	Oct. 16, 17, 18, 19, 20
6.	SURVEY ANALYSIS	Oct. 23, 24, 25, 26, 27
7.	BUDGET DEVELOPMENT	
8 & 9.	FUNDING EFFORT	October 30, 31
10.	PROGRAM DEVELOPMENT	Nov. 13 thru Dec. 15th
11.	INSTRUCTIONAL AND CAREER COUNSELING	Nov. 6, 7, 8, 9, 10
12.	SPECIAL PROGRAMS Examples: 1. Career Seminar 2. Job Search Techniques 3. Techniques of Job Interview 4. Job Resume 5. How to Sell Yourself	Month of November
13.	JOB SKILL TRAINING	January 8, 1979
14.	JOB PLACEMENT SERVICES	As Necessary

September 21, 1978

REGISTRATION CENTERS

LOCATION	CONTACT PERSON	PHONE NUMBER
Mansfield Senior High School		524-2582
Madison High School		589-2112
Lexington High School		884-2132
Ontario High School		529-2662
Clearfork High School		886-3855
Plymouth High School		1-687-4733
Lucas High School		1-892-2338
Crestview High School		1-895-1215
Shelby High School		1-342-3520
Pioneer Joint Vocational School		526-1475 (Mansfield Exchange)
Ohio State University-Mansfield	Donovan Clark	755-4011
North Central Technical College	Art Lomax	747-4999
Local 17 Union Hall	Glenn Tschantz	524-3423

September 20, 1978

CONFIDENTIAL INFORMATION

NAME _____ S.S.NO. ___/___/____
(Last) (First) (Middle)

ADDRESS _____ _____
(Street) (City-Zip)

PHONE NUMBER ____( )_____ VETERAN YES NO
(Circle One)

1. What course of study did you take in school. _____ Vocational
_____ Other. List: _____

2. Do you have a particular skill or talent which could be used in order to obtain employment? _____

_____

If yes, does that talent/skill need to be updated? _____.

3. What are your hobbies? _____

_____.

4. If your spouse is not employed, does he/she have a particular skill or talent which could be used in order to obtain employment? _____

_____

If yes, does that talent/skill need to be updated? _____.

5. How many children are currently living at home that would require the need of a Day Care Center? _____.

6. Previous Job Experiences:

a. _____

b. _____

c. _____

d. _____

7. What kind of job would you like to train for:

_____Auto Body
_____Auto Mechanics
_____Auto Repair
_____Business and Office
_____Computer Programming
_____Drafting and Design
_____Electrical - Commercial
_____Electrical - Residential

_____Electronics

_____G.E.D.

_____Homemaker Home Health Aide

_____Hydraulics

_____Heating & Air Conditioning

_____Industrial Maintenance

_____Keypunch Operator

_____Law Enforcement

_____Machine Shorthand

_____Machine Trades

_____Nursing (R.N.)

_____Nurses Aide

_____Nursing (LPN)

_____Sales & Marketing

_____Secretarial

_____Welding

OTHERS:

_____

_____

_____

SPECIAL PROGRAMS:

1. How to Start Your Own Business
2. How to Look For a Job.
3. Real Estate
4. Skills Assessment
5. _____

_____

_____
(Signature of Applicant)

_____
(Signature of Interviewer)

_____
(Location) (Date)

_____
(Name of Institution)

NOTE: The information on this document is confidential information and only to be used for the intent and purpose to assist in the gainful re-employment of the applicant.

INTERVIEWERS COMMENTS

1. The applicant wants to attend an information session on

   the specifics of _____ Career.
   (e.g. - Welding, Meat Cutting, Secretarial, Computer
   Programming, Auto Mechnics, etc.)

2. Applicant wants to attend a seminar for an overview of

   Career Exploration. ' ____ ____
   Yes No

3. Interviewers Comments: _____

   _____

   _____

   _____

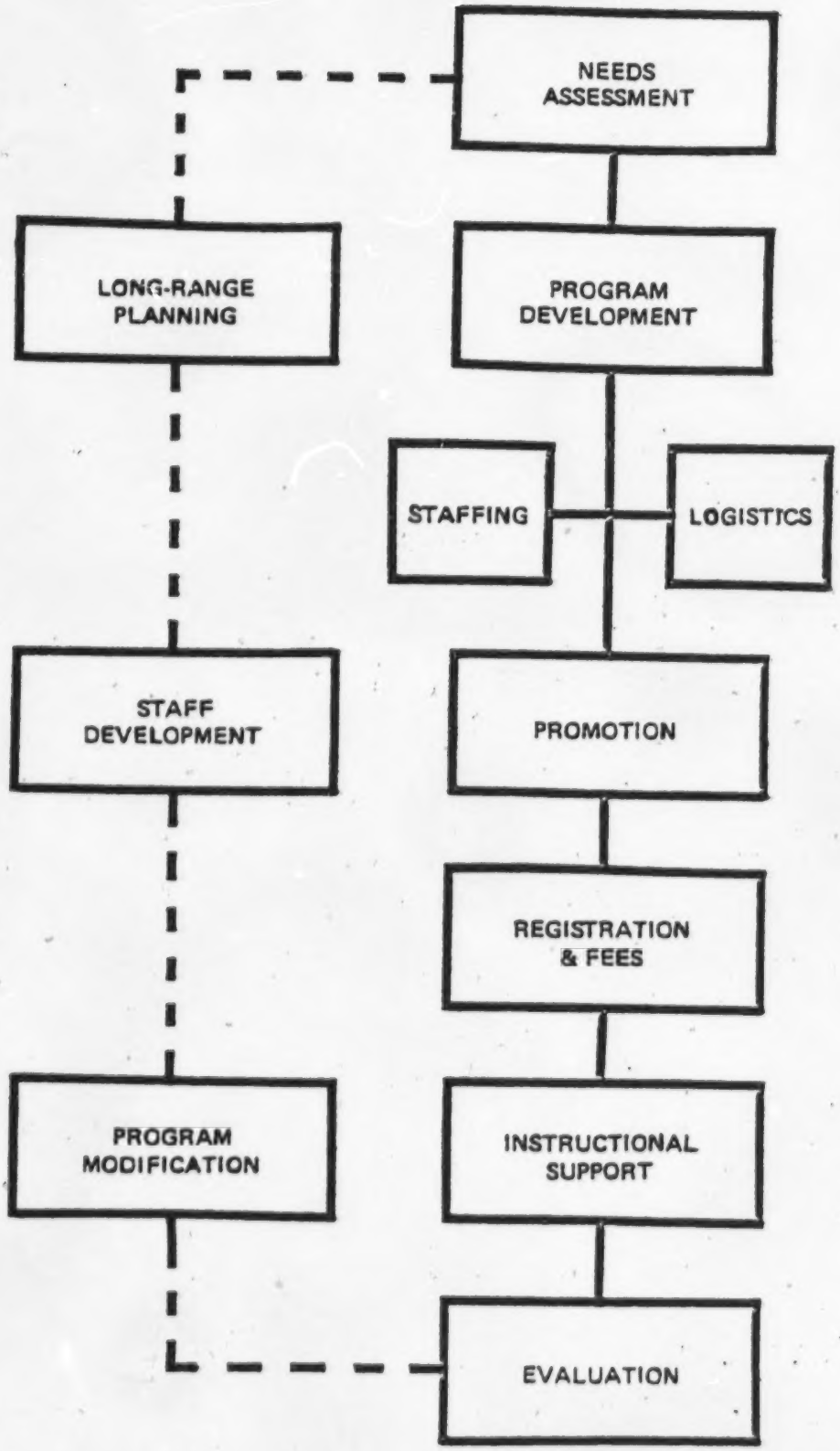
   _____

CAREER AND SPECIAL PROGRAM EDUCATIONAL CENTERS

	M.O.I.C.	MADISON TOWNSHIP	MANSFIELD CITY	NORTH CENTRAL TECH. COLLEGE	OSU - MANSFIELD	PIONEER JVS
Auto Body						
Auto Mechanics						
Auto Repair						
Business/Office						
Computer Programming						
Drafting/Design						
Electrical-Commercial						
Electrical-Residential						
Electronics						
G.E.D.						
Homemaker Home Health						
Hydraulics						
Heating/Air Conditioning						
Industrial Main.						
Keypunch						
Law Enforcement						
Machine Shorthand						
Machine Trades						
Nursing (R.N.)						
Nursing (LPN)						
Nurses Aide						
Sales/Marketing						
Secretarial Science						
Welding						

CAREER AND SPECIAL PROGRAM EDUCATIONAL CENTERS

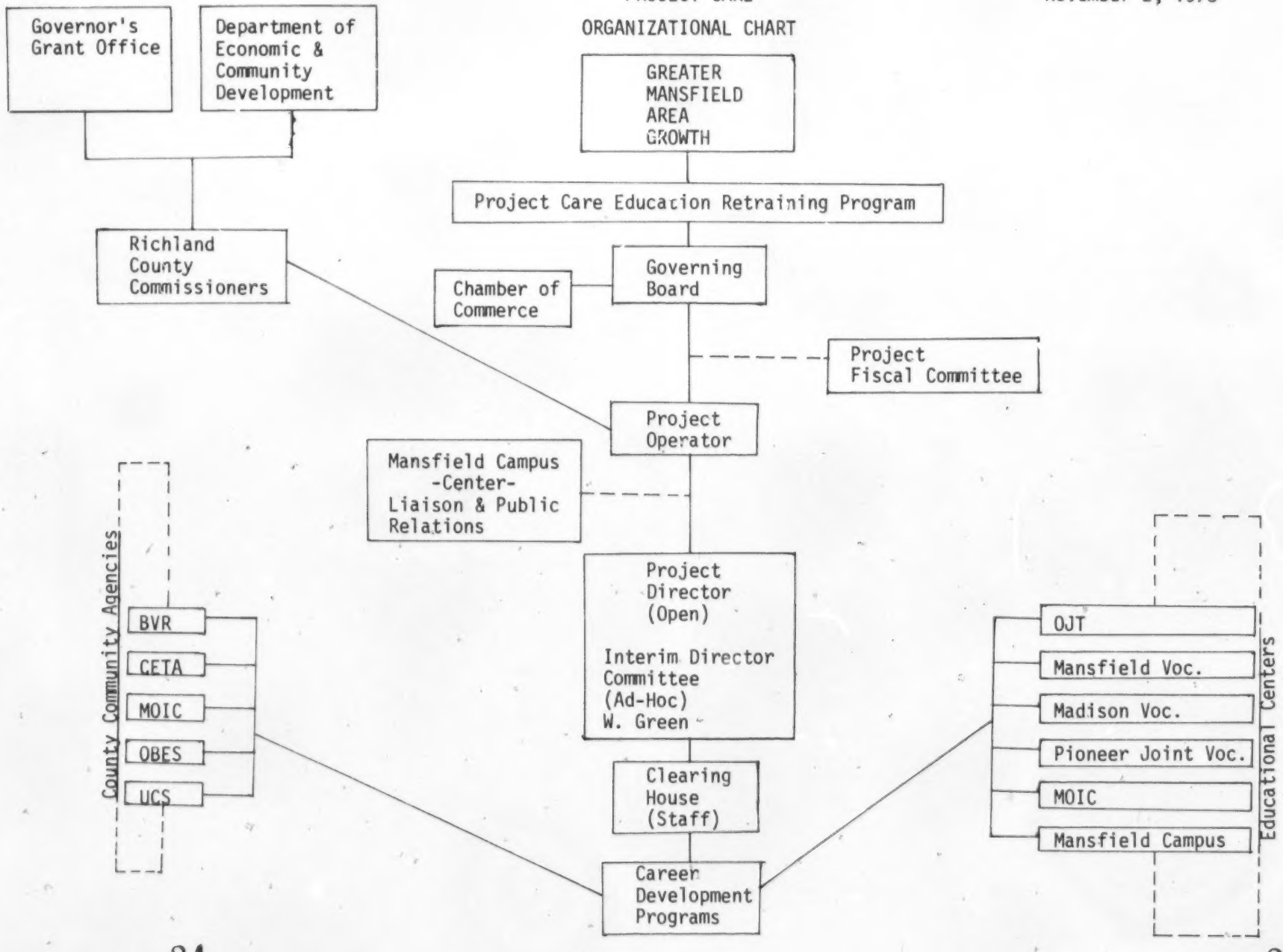
SPECIAL PROGRAMS	M.O.I.C.	MADISON TOWNSHIP	MANSFIELD CITY	NORTH CENTRAL TECH. COLLEGE	OSU--MANSFIELD	PIONEER JVS
How to Start Your Own Business						
How to Look for a Job						
Real Estate						
Skills Assessment						


NEEDS ASSESSMENT
LONG-RANGE PLANNING
PROGRAM DEVELOPMENT
STAFFING
LOGISTICS
STAFF DEVELOPMENT
PROMOTION
REGISTRATION & FEES
PROGRAM MODIFICATION
INSTRUCTIONAL SUPPORT
EVALUATION

"PROJECT CARE"

ORGANIZATIONAL CHART

November 2, 1978



APPENDIX B

Appendix C (Project Care Master Class Schedule) was removed prior to the document's submission to the ERIC Document Reproduction Service.

APPENDIX D

"PROJECT CARE" RETRAINING PROGRAM

POSITION DESCRIPTION

TITLE: Project Director

SALARY RANGE: $17,000 - $20,000 per annum

SUPERVISOR: Governing Board

APPOINTMENT: One (1) Year

POSTING DATE: December 19, 1978 - January 5, 1979

STARTING DATE: Week of January 22, 1979 (pending funding)

The Project Director is the administrative arm of the Governing Board of "Project Care" Retraining Program, through regularly scheduled meetings with the vocational Directors of the (Interim) Director Committee, he/she is to convey the necessary administration both vertically, laterally and downwards.

The Project Director is responsible for expressing and supporting administrative decisions, operating procedures and Governing Board policies.

In addition to these general responsibilities, the Project Director is responsible for the following:

1. Must be able to operate effectively with a variety of Community Agencies and personnel.

2. Shall prepare a plan for the effective operation of the "Project Care" Retraining Program.

3. Shall prepare a budget for the administrative operation of the project with consultation of the Budget and Finance Committee.

4. Administratively coordinate and effectively develop a retraining program for the unemployed of Richland County, Ohio, that will vocationally prepare those unemployed with new or refreshed skills for job entry employment.

5. Work with vocational and technical education Directors and their institutions in the development and implementation of curriculum and curriculum changes.

6. Work with Community agencies to coordinate and effectively utilize the resources of those agencies to provide additional support for successful training and retraining program.

(continued)

7. Develop and coordinate a working relationship between the project retraining effort and business and industry to not only provide an effective training program, but to also maximize job placement of the retrained individuals.

8. Shall coordinate and gather data to provide all necessary reporting required by the funding agency(ies).

9. Shall provide the Chairman of the Budget and Finance Committee with necessary data and reporting to maintain a sound fiscal program of budget management.

10. Maintain efficient and effective office personnel practices to insure accurate client registration, course enrollment, client records, assessment, job placement and program evaluation.

11. Shall recommend to the Governing Board of staff needs and shall provide the orientation of new personnel.

12. Shall provide the Governing Board with job descriptions when requesting staff positions for the project.

13. Shall select and orientate personnel positions approved by the Governing Board.

14. Shall channel all news worthy releases through the Project's Public Relations Committee.

15. Shall attend and report at all meetings called by the Governing Board.

16. Shall perform other project related duties as instructed by the Governing Board.

Qualifications:

1. Life experience and education will be evaluated together as criteria for candidate selection.

2. Knowledge of vocational/technical education.

3. Experience in administration.

4. Ability to conduct group orientations.

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